

Year 8 History Summer Term

Intent	<p>Wider Learning:</p> <ul style="list-style-type: none"> In this term students will study the Industrial Revolution and the birth of Modern Britain preparing them for 20th century study in Year 9. Students will look at the vast changes that took place in Britain socially and politically to see how far Britain had progressed from the medieval era of Year 7 study. 	<p>Key vocab:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">1. Industrial</td> <td style="width: 50%;">9. Liberal</td> </tr> <tr> <td>2. Factory</td> <td>10. Judicial</td> </tr> <tr> <td>3. Mines</td> <td>11. Imperialism</td> </tr> <tr> <td>4. Capitalism</td> <td>12. Balance of Power</td> </tr> <tr> <td>5. Laissez-Faire</td> <td>13. Franchise</td> </tr> <tr> <td>6. Reform</td> <td>14. Democracy</td> </tr> <tr> <td>7. Industrialisation</td> <td>15. Whitechapel</td> </tr> <tr> <td>8. Mechanisation</td> <td></td> </tr> </table>	1. Industrial	9. Liberal	2. Factory	10. Judicial	3. Mines	11. Imperialism	4. Capitalism	12. Balance of Power	5. Laissez-Faire	13. Franchise	6. Reform	14. Democracy	7. Industrialisation	15. Whitechapel	8. Mechanisation	
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<p>The big questions</p> <ol style="list-style-type: none"> What was the Industrial Revolution? How was the British Empire a factor in industrialisation? What were some of the major inventions of the period? What was life like for workers, children and those living during the IR? How much had British society changed as a result of industrialisation by 1900? How did democracy begin to grow in Britain up to 1900? What does Jack the Ripper show about 19th century crime and policing? Why did Europe 'scramble for Africa'? What was the state of European relations by 1900? What have we learned in Year 8 history? 																		
Implement	<p>Order of learning</p> <ul style="list-style-type: none"> The IR, differences between agricultural and industrial society The Empire and the IR Inventions and inventors Living and working conditions The lives of children Reforms and Improvements Society and the move from feudal to a class system The birth of democracy Jack the Ripper The Scramble for Africa Europe by 1900 	<p>Differentiation</p> <p>Scaffold:</p> <ul style="list-style-type: none"> Sentence Starters Use of integrated images for dual coding Use of Chromebooks for assessments and for extended writing for students who find it necessary Knowledge Banks <p>Stretch:</p> <ul style="list-style-type: none"> Extended writing opportunities Live-marking – prompting opportunities Stretch tasks explicitly labelled throughout booklets 																
	Impact	<p>Assessment and homework</p> <ul style="list-style-type: none"> Assessments completed in a mixed constitution format: Gap Fill > Knowledge Quiz (Quizzizz) > Written Task based around historical concept that has been explicitly taught. Homework based around knowledge banks: Key People, Key Dates and Key Terms to ensure understanding of core knowledge. This is tested on Quizzizz. Feed Forward Targets set by students to ensure self-reflection and metacognitive response in future assessments. 	<p>Feedback</p> <p>Whole Class Feedback Use of visualiser to show strong responses Students complete 're-apply' task to ensure feedback is acted upon</p>															